



CAROLINA FOREST ELEMENTARY

285 Carolina Forest Blvd.

Myrtle Beach, SC 29579

Grades	PK-5 Elementary School	
Enrollment	961 Students	
Principal	Melissa Spearman	843-236-0001
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

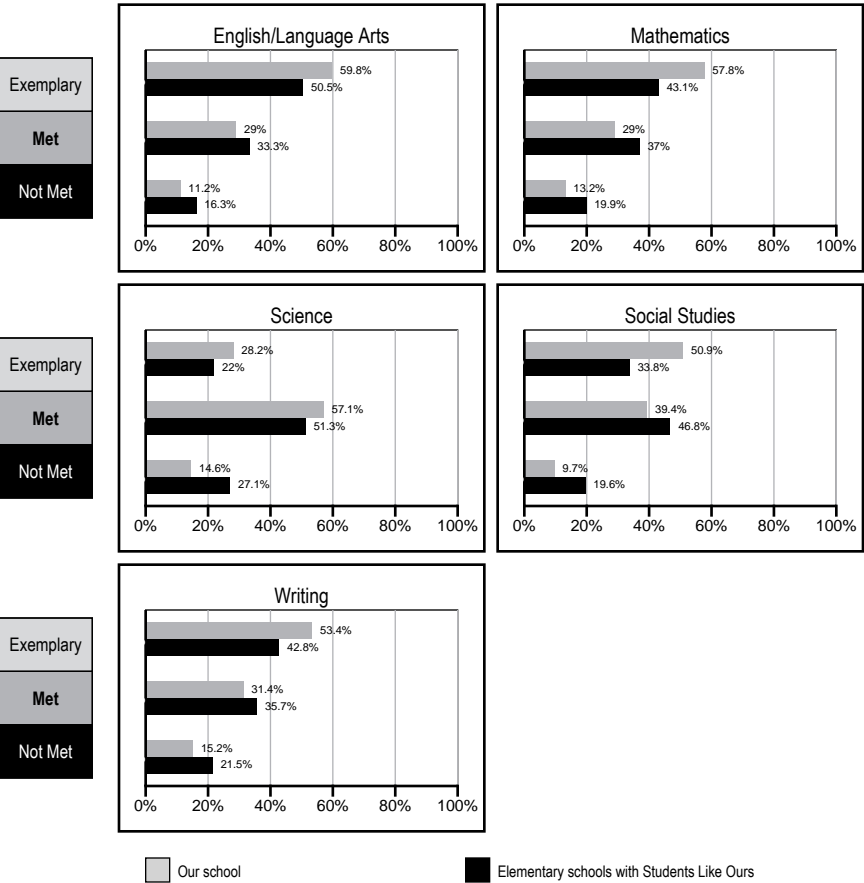
93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	29	16	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=961)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	0.8%	1.2%
Attendance rate	96.1%	No Change	96.6%	96.1%
Eligible for gifted and talented	21.3%	Down from 23.6%	17.0%	11.7%
With disabilities other than speech	5.8%	Up from 5.2%	6.8%	8.0%
Older than usual for grade	0.1%	Down from 0.3%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	57.9%	Down from 60.7%	62.4%	60.5%
Continuing contract teachers	78.9%	Up from 72.1%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 79.7%	89.4%	87.0%
Teacher attendance rate	92.5%	Down from 95.1%	95.8%	95.4%
Average teacher salary*	\$49,152	Down 0.8%	\$48,360	\$47,288
Professional development days/teacher	19.4 days	Down from 19.9 days	11.4 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.7 to 1	19.9 to 1	19.2 to 1
Prime instructional time	85.0%	Down from 89.1%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.8%	Down from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,076	Up 4.3%	\$7,214	\$7,548
Percent of expenditures for instruction**	68.7%	Up from 67.6%	69.4%	68.7%
Percent of expenditures for teacher salaries**	64.5%	Up from 47.9%	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2009-2010 school year was another successful year at Carolina Forest Elementary School. Our school was awarded a Gold award from the South Carolina Department of Education for our overall school performance on PASS. We were also given the Gold award for closing the achievement gaps for our subgroup students. Many of our students exceeded the performance goals set forth by Horry County Schools. Celebrations were held to recognize the students' achievements in academics, attendance, and character development.

Our teachers and support staff were also successful. We continued to make progress towards our performance goals included in our strategic plan. Our staff participated in professional development focusing on instructional strategies to improve student achievement in reading and mathematics. A computer assessment program was again utilized to help improve instruction and measure student progress. Teachers collaborated as grade levels and across grade levels to plan standards-based instruction. Many teachers participated in graduate coursework to advance their degrees. Kimberly Means-Nesmith was selected as Teacher of the Year for our school. Mrs. Nesmith was named a Top Five Finalist and represented our school well.

The hard work and dedication of our parents and volunteers, as well as our outstanding community support, enhanced the mission of the school. Proceeds from our annual Founder's Day celebration were used to purchase technology resources and literacy materials. A record number of volunteers worked to support our instructional programs.

During the 2010-2011 school year, we will work with our parents, community members, and the School Improvement Council to provide opportunities for our students to excel academically and participate in extracurricular activities. We look forward to another great year as we continue to meet the needs of all children.

Melissa Spearman, Principal
 Jennifer Schiebel, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	135	97
Percent satisfied with learning environment	92.6%	85.9%	93.8%
Percent satisfied with social and physical environment	92.6%	80.7%	87.4%
Percent satisfied with school-home relations	96.3%	90.2%	86.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	473	99.2	11	29.1	60	95.4	85.4	83.5	Yes	Yes
Gender										
Male	235	98.7	11.6	33	55.3	94.9	82	80.1	N/A	N/A
Female	238	99.6	10.4	25.2	64.4	95.9	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	348	99.4	9.2	26	64.8	96.9	89.5	89.6	Yes	Yes
African American	55	100	12.8	48.9	38.3	91.5	73.7	74.6	Yes	Yes
Asian/Pacific Islander	16	100	N/A	N/A	N/A	100	90.7	92.7	I/S	I/S
Hispanic	34	94.1	30	40	30	86.7	82.1	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	56	96.4	34.7	40.8	24.5	83.7	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	25	32.1	42.9	92.9	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	227	98.7	16.2	31.9	52	92.6	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	473	99.4	13	29.1	57.9	91.8	84.2	80.4	Yes	Yes
Gender										
Male	235	98.7	12.6	29.3	58.1	92.1	82.2	78.4	N/A	N/A
Female	238	100	13.5	28.8	57.7	91.4	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	348	99.7	9.2	29.7	61.2	94.2	89.5	87.8	Yes	Yes
African American	55	100	17	36.2	46.8	87.2	69.8	69.3	Yes	Yes
Asian/Pacific Islander	16	100	7.7	15.4	76.9	100	94.1	93.5	I/S	I/S
Hispanic	34	94.1	43.3	26.7	30	73.3	78.3	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	56	96.4	42.9	38.8	18.4	65.3	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	32.1	25	42.9	82.1	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	227	98.7	19.1	36.8	44.1	86.3	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	317	100	14.3	57.3	28.3	85.7	71.8	67.3
Gender								
Male	155	100	15.4	52.4	32.2	84.6	71.7	66.9
Female	162	100	13.3	62	24.7	86.7	71.9	67.7
Racial/Ethnic Group								
White	234	100	10.5	58.9	30.6	89.5	80.4	79.6
African American	39	100	18.2	57.6	24.2	81.8	48.8	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	25	100	43.5	39.1	17.4	56.5	61.9	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	39	100	N/A	N/A	N/A	55.9	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	16	100	40	53.3	6.7	60	59.1	58.6
Socio-Economic Status								
Subsidized meals	149	100	22	55.3	22.7	78	63	55.4

Social Studies								
All Students	310	100	9.7	39.4	50.9	90.3	75.3	70.9
Gender								
Male	156	100	8.3	36.6	55.2	91.7	74.2	70.1
Female	154	100	11.1	42.4	46.5	88.9	76.5	71.7
Racial/Ethnic Group								
White	223	100	6.1	41	52.8	93.9	80.5	79.2
African American	36	100	9.7	51.6	38.7	90.3	59.7	58.4
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	89.9	86.8
Hispanic	23	100	45	25	30	55	74	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	35	100	18.8	53.1	28.1	81.3	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	23	100	38.1	19	42.9	61.9	72.8	68
Socio-Economic Status								
Subsidized meals	152	100	18	43.2	38.8	82	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	468	99.2	14.5	31.7	53.8	85.5	76.8	72.1	96.1	95.8
Gender										
Male	234	98.7	18.9	38.2	42.9	81.1	69.9	65.2	96.1	95.7
Female	234	99.6	10.2	25.3	64.4	89.8	83.9	79.2	96	95.8
Racial/Ethnic Group										
White	344	99.1	10.3	31.9	57.8	89.7	83.2	80.8	96	95.5
African American	55	98.2	22	32	46	78	59.2	59.7	96.2	96.2
Asian/Pacific Islander	17	100	7.1	21.4	71.4	92.9	85.2	87	97.2	96.9
Hispanic	34	100	45.2	38.7	16.1	54.8	69.7	64.6	96.3	96.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70.6	73.4	93.2	94.1
Disability Status										
Disabled	53	100	49	36.7	14.3	51	34.3	27.7	96	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	40.7	29.6	29.6	59.3	67.2	63.7	96.9	96.7
Socio-Economic Status										
Subsidized meals	224	99.1	22.6	35.1	42.3	77.4	68.9	61.9	95.9	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	150	100	7.7	23.1	69.2	92.3
	4	157	100	10.1	37.2	52.7	89.9
	5	140	100	5.3	47.3	47.3	94.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	163	99.4	12	15.3	72.7	88
	4	157	98.7	9	39.3	51.7	91
	5	153	99.4	12	33.1	54.9	88
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	150	100	13.3	43.4	43.4	86.7
	4	157	100	11.5	33.8	54.7	88.5
	5	140	100	9.9	38.9	51.1	90.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	163	100	20	31.3	48.7	80
	4	157	98.7	8.3	26.9	64.8	91.7
	5	153	99.4	10.6	28.9	60.6	89.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	75	100	15.3	51.4	33.3	84.7
	4	157	100	15.5	56.8	27.7	84.5
	5	68	100	16.9	66.2	16.9	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	100	24	37.3	38.7	76
	4	156	100	9	70.3	20.7	91
	5	78	100	15.1	52.1	32.9	84.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	75	100	9.9	28.2	62	90.1
	4	157	100	6.8	46.6	46.6	93.2
	5	72	100	6.1	43.9	50	93.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	80	100	13.3	24	62.7	86.7
	4	156	100	8.3	44.1	47.6	91.7
	5	74	100	8.7	46.4	44.9	91.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	151	99.3	16	29.9	54.2	84
	4	155	98.7	8.8	42.9	48.3	91.2
	5	142	99.3	10.4	37.3	52.2	89.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	159	100	19	24.8	56.2	81
	4	156	98.7	12.4	37.9	49.7	87.6
	5	153	98.7	11.8	32.6	55.6	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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